**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 3 Week 1 Story Title: The Gardener**

**Monday**- Use TE DI -2- 1) Preteach Phonics- Contractions- Explain: *A contraction is a shortened form of 2 words. In a contraction, an apostrophe takes the place of letters that were dropped.* Write: *you’ve*. Explain: *I see that this is a contraction. What 2 words does this contraction stand for?* (you have) Ask: *What letters were replaced by the apostrophe?* (h & a) Say: *I say the contraction as 1 word.* Model blending you’ve with the students. Repeat with the word isn’t. 2) Preview Decodable Reader 11: *The Missing Cap-* Read/discuss words: Review the words on Decodable Reader pg 81; blend the following story words: single, scratched, bedside, suggested, robots, crushed, locate, & sunglasses. Discuss the meaning of the words, too. 3) Preview Decodable Reader 11 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 11 orally to the students for fluency.

**Tuesday**- Use TE DI 44- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: beauty, blooming, bulbs, doze, humor, recognizing, showers, & sprouting. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *discovered* & model how to decode a word with an ending. Say: *First I look for meaningful parts. I see an ending I know, “ed”. So I cover the ending & look for the base word. I see the word discover. I say the parts of the word: dis cov ered. Then I read the word: discovered.* Continue with words: anxious, mustache, catalogues, vacant, survived, envelope, customers, radishes, containers, & thousand. 3) Choral/Echo read typed version of Decodable Reader 11 for fluency practice. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI- 6, 287, & 295- 1) Target Skill- Cause/Effect- Discuss the meaning; review clue words: because, since, & so. Write & read: *The plant died because I forgot to water it. The plant died is the effect. I forgot to water it is the cause. The word because helps me know there is a cause-effect relationship between the 2 events. Use other examples on TE DI-6. Reread pg 287 for C/E examples*. 2) Target Strategy- Story Structure review pg 280. Also reread pg 295 for Story Structure. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 11- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 11 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.